



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 4**

Fall 2007

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Reference List:

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PART 1

1A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test. Use only a No. 2 pencil.

Silently read the prompt on the next page.

Use the checklist for Part 1A to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: DOING YOUR BEST

It is always important to do your best at home, at school, or in your community. Doing your best can lead to great results and can be very rewarding.

Do **ONLY ONE** of the following:

tell about a time when you did your best and were really happy with
the way things turned out

OR

write about a time when you did your best and things did not turn out
the way you thought they would

OR

describe a time when you wish you had tried harder to do your best

OR

write about the theme in your own way.

PART 1A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1A of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

1B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 1B of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample #1

Item not released.

Question 2 – 7 not released. Descriptors provided for stem and foils.

- 2 W.GN.03.01
Identify genre; fantasy
- A Personal narrative
 - B Correct answer
 - C Mystery
 - D Informational article
- 3 W.SP.03.01
Edit spelling of frequently encountered words
- A Target word misspelled; incorrect verb tense
 - B Target word misspelled; incorrect verb tense
 - C Target word misspelled; another word misspelled
 - D Correct answer
- 4 W.GR.03.01
Edit punctuation; commas in a series
- A Incorrect placement of commas; misspelled word
 - B Incorrect placement of commas; incorrect verb tense
 - C Incorrect placement of commas; misspelled word
 - D Correct answer

- 5 W.GR.03.01
Edit parts of speech; pronoun
- A Correct answer
 - B Incorrect use of pronoun; Sentence revised/meaning changed
 - C Incorrect use of pronoun; Sentence revised/meaning changed
 - D Incorrect use of pronoun
- 6 W.SP.03.01
Edit spelling; contractions
- A Apostrophe omitted
 - B Apostrophe omitted; compound word written as two words
 - C Correct answer
 - D Contraction spelled as two words without space
- 7 W.GR.03.01
Edit verb tense
- A Incorrect tense
 - B Stem unchanged
 - C Correct answer
 - D Incorrect tense; misspelled word

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample #2

Dear Suzy,

Fourth grade is fun. It is not as hard as you probably think, but it is harder than third grade.

One of my favorite things is foreign language. You can either take Spanish or French. Both teachers are nice. I take French.

For homework on Monday we have math handwriting and reading. On Tuesday, we have reading spelling and handwriting. On Wednesday, we have math and reading. On Thursday, we have the same homework as Tuesday. We dont have homework on Friday.

We have to do states tests. We learn abbreviations, capitals and nicknames. We also do state reports. You can chose your own state. I had to find information on the state of Texas.

We study inventors. You can also choose your partners and inventors. I was with Cathy and Mark we chose Thomas Edison and Alexander Bell.

We make our own inventions. They have special uses. I made a page holder. It makes it easy to hold pages.

We study Pioneer days.

Every afternoon you do you're journal.

Questions 8–11

- 8 Why did the author write this student sample?
- A to tell about the Spanish and French teachers
 - B to give the student an idea for the inventor project
 - C to explain what to expect in fourth grade
 - D to give ideas for writing topics for the fourth-grade journal

- 9 Read the sentence below.

I made a page holder.

Which of the following words could be used instead of made?

- A bought
- B found
- C drew
- D created

- 10** Which of the following is an appropriate detail that could be added about studying Pioneer days?
- A** It is exciting to taste the foods and play the games from long ago.
 - B** In my journal, I would sometimes write about the funny things I do with my dog.
 - C** In class I learned the Spanish word for goodnight.
 - D** Fridays are the best day because we do not have homework.
- 11** What genre is this piece of writing?
- A** journal entry
 - B** autobiography
 - C** friendly letter
 - D** realistic fiction

PEER RESPONSE TO STUDENT WRITING SAMPLE #2**DIRECTIONS:**

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

**12 Does the writer do a good job of describing fourth grade?
Why or why not?**

**Use examples and details from Student Writing Sample #2 on
page 9 to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 1B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B of your **Answer Document**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

PART 2

2A: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2A of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection. Choose the *best* answer for each question.
You may look back at the selection as often as needed.

Questions 13 – 20 not released. Descriptors provided for stem and foils.

13 R.WS.03.08

Use context to determine meaning of multiple meaning words

- A Incorrect meaning
- B Incorrect meaning
- C Incorrect meaning
- D Correct answer

14 R.CM.03.02

Identify event

- A Correct answer
- B Incorrect event
- C Incorrect event
- D Incorrect event

15 R.NT.03.02

Identify genre; realistic fiction

- A Mystery
- B Legend
- C Correct answer
- D Science fiction

16 R.IT.03.03

Show understanding of main idea by selecting title

- A Title is one event
- B Title is one event
- C Title indicates incorrect genre
- D Correct answer

17 R.NT.03.03

Identify character's motivation

- A Incorrect information
- B Incorrect feeling
- C Correct answer
- D Incorrect information

18 R.NT.03.04
Identify first person point of view

- A Incorrect person
- B Incorrect person
- C Incorrect person
- D Correct answer

19 R.CM.03.02
Identify relevant detail

- A Incorrect detail
- B Correct answer
- C Incorrect detail
- D Incorrect detail

20 R.NT.03.03
Identify main idea

- A Correct answer
- B Detail
- C Detail
- D Detail

DIRECTIONS: Read the selection. Choose the *best* answer for each question.
You may look back at the selection as often as needed.

Questions 21 – 28 not released. Descriptors provided for stem and foils.

- 21 R.NT.03.03
Identify main idea
- A Event
 - B Correct answer
 - C Detail
 - D Detail
- 22 R.NT.03.04
Use descriptive words to visualize setting
- A Correct answer
 - B Describes sound
 - C Describes feeling
 - D Describes action

- 23 R.NT.03.02
Identify genre; realistic fiction
- A Fantasy
 - B Folk Tale
 - C Correct answer
 - D Legend
- 24 R.NT.03.04
Use figurative language to predict theme
- A Detail
 - B Correct answer
 - C Event
 - D Event
- 25 R.NT.03.04
Use simile to visualize setting
- A Correct answer
 - B Describes action
 - C Describes sound
 - D Describes feeling

- 26 R.NT.03.03
Describe character's actions
- A Incorrect action
 - B Correct answer
 - C Incorrect action
 - D Incorrect action
- 27 R.CM.03.02
Identify relevant detail
- A Incorrect detail
 - B Correct answer
 - C Incorrect detail
 - D Incorrect detail
- 28 R.NT.03.04
Use metaphor to describe character
- A Incorrect comparison
 - B Incorrect comparison
 - C Incorrect comparison
 - D Correct answer

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 29 through 33 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

Questions 29 – 33 not released. Descriptors provided for stem and foils.

29 R.CM.03.03

Compare how settings are alike across texts

- A Place in one selection, not both
- B Time in one selection, not both
- C Correct answer
- D Time in one selection, not both

30 R.CM.03.02

Compare how characters are alike across texts

- A Correct answer
- B Event in one selection, not both
- C Characters in one selection, not both
- D Action in one selection, not both

31 R.NT.03.02

Compare main ideas by selecting title for both texts

- A Title provides incorrect information
- B Correct answer
- C Title represents event in one selection, not both
- D Title represents detail in one selection, not both

32 R.NT.03.01

Compare how characters are alike across texts

- A Comparison unrelated to question
- B Comparison unrelated to question
- C Correct answer
- D Comparison unrelated to question

33 R.CM.03.03

Compare how point of view is similar across texts

- A Correct answer
- B Incorrect information
- C Event in one selection, not both
- D Incorrect information

2B: RESPONSE TO THE PAIRED READING SELECTIONS

Item 34 was not scored for Fall 2007

PART 3

INDEPENDENT READING SELECTION

DIRECTIONS:

You will read a selection and answer the questions that follow. You may look back at the selection as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 3 of your **Answer Document**. Use only a No. 2 pencil.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

DIRECTIONS: Read the selection "Follow that Horse." Choose the *best* answer for each question. You may look back at the selection as needed.

"Follow That Horse"
Questions 35–42

- 35 Why does Cuddles wear tennis shoes wherever she goes?
- A to help her remember the different commands
 - B to protect her hooves
 - C to make sure her hooves do not make a lot of noise
 - D to keep her feet from getting tired
- 36 According to the selection, what must a little horse be able to do before it can become a guide horse?
- A It must not try to step out of its shoes.
 - B It must be able to fit under a table.
 - C It must not eat a lot.
 - D It must be housebroken.
- 37 Why does the author include the fact box?
- A to compare guide dogs to guide horses
 - B to list the steps needed to care for guide horses
 - C to provide important information about miniature horses
 - D to define important words about miniature horses

- 38 According to the article, the Burlesons believed a blind person might prefer a guide horse to a guide dog because
- A some people are allergic to dogs.
 - B it is more expensive to feed dogs.
 - C horses know more commands than dogs.
 - D horses can go more places than dogs.
- 39 The author put the words *forward*, *right*, and *left* in italics to let the reader know
- A that Dan says those words.
 - B the commands that Cuddles understands.
 - C that these are easy words for Dan to read.
 - D the special words that Cuddles disobeys.
- 40 According to the article, what does "spook in place" mean?
- A to disobey a command
 - B to not learn new commands
 - C to not run away when frightened
 - D to give Dan freedom and independence

- 41 Which idea from the article *best* shows that Dan thinks Cuddles' training is very important?
- A "She makes sure I'm safe."
 - B "I've loved horses all my life."
 - C "She's brought a lot of happiness to my life."
 - D "I'm proud to walk down the street with a horse."
- 42 This article would help a reader who
- A is writing a report about guide dogs.
 - B wants to learn how to train animals.
 - C is learning about how animals help people.
 - D needs information about different types of guide dogs.

Scoring Key: Part 1A: Writing from Knowledge and Experience and Part 1B: Student Writing Samples

Item Number	Correct Answer	GLCE	Description
1	CR	W.PR.03.01	Consider audience and purpose for writing
2	B	W.GN.03.01	Produce writing or ID narrative characteristics
3	D	W.SP.03.01	Spell correctly freq./less freq. encountered words
4	D	W.GR.03.01	Write with or ID correct grammar and usage
5	A	W.GR.03.01	Write with or ID correct grammar and usage
6	C	W.SP.03.01	Spell correctly freq./less freq. encountered words
7	C	W.GR.03.01	Write with or ID correct grammar and usage
8	C	W.PR.03.01	Consider audience and purpose for writing
9	D	W.PS.03.01	ID/exhibit style/voice to enhance written message
10	A	W.PR.03.04	ID peer's text needing improved sequence
11	C	W.GN.03.03	Produce writing or ID informational characteristics
12	CR	W.GN.03.03	Produce writing or ID informational characteristics

Scoring Key: Parts 2A and 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
13	D	R.WS.03.08	Determine meaning of words/phrases in context
14	A	R.CM.03.02	Retell text with relevant details
15	C	R.NT.03.02	ID/describe a variety of narrative genre
16	D	R.IT.03.03	Explain how authors use text features
17	C	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
18	D	R.NT.03.04	Explain how authors use literary devices
19	B	R.CM.03.02	Retell text with relevant details
20	A	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
21	B	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
22	A	R.NT.03.04	Explain how authors use literary devices
23	C	R.NT.03.02	ID/describe a variety of narrative genre
24	B	R.NT.03.04	Explain how authors use literary devices
25	A	R.NT.03.04	Explain how authors use literary devices
26	B	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
27	B	R.CM.03.02	Retell text with relevant details
28	D	R.NT.03.04	Explain how authors use literary devices
29	C	R.CM.03.03	Compare/contrast relationships within/across texts
30	A	R.CM.03.02	Retell text with relevant details
31	B	R.NT.03.02	ID/describe a variety of narrative genre
32	C	R.NT.03.01	Explain how characters express attitudes
33	A	R.CM.03.03	Compare/contrast relationships within/across texts
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	B	R.CM.03.02	Retell text with relevant details
36	D	R.CM.03.02	Retell text with relevant details
37	C	R.IT.03.03	Explain how authors use text features
38	A	R.CM.03.02	Retell text with relevant details
39	B	R.IT.03.03	Explain how authors use text features
40	C	R.WS.03.08	Determine meaning of words/phrases in context
41	A	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
42	C	R.CM.03.01	Connect understanding to world themes/perspectives